



2020-21 Phase Three: Closing the Achievement Gap Bourbon County Middle School

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Bourbon County Middle School

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

- . Complete the [Achievement Gap Group spreadsheet](#) and attach it.

ELL- 21/644= 3% Disability- 69/664= 10%

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

Bourbon County Middle School is well known for its' positive climate and culture including with students in the gap population. BCMS creates a "Trusted Adult Survey" and has each student fill out the survey in order to ensure that we know every student has at least 1 adult in the building they can go to if needed. BCMS also creates a document that shows every student, which adult is going to touch base with them regularly, the student's interest, important information such as sports, after school activities, and history of test scores. BCMS teachers and staff use this information to ensure we are meeting the needs of all students.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

BCMS has begun to decrease the gap in students with special needs.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

Students who qualify for F/R lunch have improved in reading, going from 45% P/D in 2015 to 51% P/D in 2019. Students with disabilities improved in reading from 10.4% proficient in 2018 to 16.7% proficient in 2019. Students who receive F/R lunch improved from 29.8% proficient in 2018 to 35.3% in 2019 in math. Students with disabilities increased from 8.6 % proficient in 2016 to 13% proficient in 2019.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

ELL- 21/644= 3% Disability- 69/664= 10% Students who have disabilities have consistently had 0% students score distinguished in math. Novice scores in reading for Hispanic students increased from 23.2% in 2018 to 24.8% in 2019.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Increasing numbers of gap group students combined with having only a part time ELL teacher for teacher and student report has made improvement in the area of ELL difficult. Having high expectations for students with disabilities has improved, however, this could continue to impact persistant gaps.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

see attached

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

see attached PD Plan

III. Planning the Work

. List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

See CSIP #3 Achievement Gap




Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See CSIP #3 Gap scores

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2021 CSIP	CSIP	• I
 2021 PD Plan Bourbon County Middle School	PD Plan	• I
 Score information	Test score graphs	• I